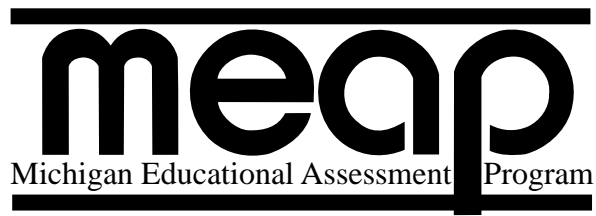


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Writing Grade 5

Scoring Guide with
Annotated Student Papers



DAY 1 DAY 1 DAY 1

PREWRITING AND DRAFTING

TOPIC:

Loss

DIRECTIONS:

Talk about these questions with your group, making sure everyone gets to speak.

THINKING ABOUT THE TOPIC:

- What kinds of things can you lose? What loss have you experienced?
- Do you remember the thoughts you had when you experienced that loss? What were they?
- Did someone help you? How?
- When was it helpful to lose something?
- When were you sorry to lose something?

DAY 1

DAY 1

DAY 1

WRITING ABOUT THE TOPIC:

Losing something or someone can change you. You may have lost your lunch money, a pet, a friend who had to move, or your belief in monsters. **Write about a loss.**

You might, for example, do **one** of the following:

show how losing something can turn out okay in the end

OR

write about a time when something funny happened because you lost something

OR

describe how you lost your way one day

OR

write about losing something that didn't belong to you

OR

feel free to write about the topic in your own way.

You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.

(You may use this area and the following pages for freewriting, clustering, outlining, webbing, listing, etc. When you are ready, you may begin your draft.)

Holistic Scorepoint Descriptions

Grade 5

Here is an explanation of what readers think about as they score your writing.

- 4** Central ideas may be clearly developed through details and examples. The writing may have a natural flow and a clear sense of wholeness (beginning, middle, end); the organization helps move the reader through the text. A clear and engaging voice is likely to be demonstrated through precise word choice and varied sentence structure. Skillful use of writing conventions contributes to the writing's effect.
- 3** A recognizable central idea is evident and adequately developed. The writing has a sense of wholeness (beginning, middle, end) although it may lack details or have extraneous details which interfere with unity. Appropriate word choice and variable sentence structure contribute to the writing's effectiveness. There may be surface feature errors, but they don't interfere with understanding.
- 2** The writing shows a recognizable central idea, yet it may not be sustained or developed. There is an attempt at organization although ideas may not be well connected or developed; vocabulary may be limited or inappropriate to the task; sentence structure may be somewhat simple. Surface feature errors may make understanding difficult.
- 1** The writing may show little or no development of a central idea, or be too limited in length to demonstrate proficiency. There may be little direction or organization but, nevertheless, an ability to get important words on paper is demonstrated. Vocabulary and sentence structure may be simple. Minimal control of surface features (such as spelling, grammar/usage, capitalization, punctuation, and/or indenting) may severely interfere with understanding.

Not ratable if:

off-task

illegible

written in a language other than English

blank/refused to respond

Begin writing on this page.

DO NOT use correction fluid (white out).

No additional paper should be used, extra paper will not be scored.

ONE time I lost MY best friend. It was NOT so good. I felt lik I WAS DYING, BUT I KNEW we still would be friends. The Next day we were friends again, And we still are. His name is John Doe.

Score 1

This paper starts off with a recognizable central idea, but the student fails to develop the topic beyond the level of a 1. The information that is supplied is so vague and minimal that the reader is left with no clear picture of what happened. How was the friend lost? How did they become friends again?

IF YOU NEED MORE SPACE, CONTINUE ON THE BACK OF THIS PAGE.

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DO NOT use correction fluid (white out).

No additional paper should be used, extra paper will not be scored.

I Losst my foster parits
 wieny becus my mom
 wutid us. Back with hr
 we asl ~~wut~~ Losst a hors
 and to go parits and to rather
 and wutid funny livin. They
 Me and Tom krehad funny
 go out to the Fils to pick
 the con. I wid sit in back
 the con wid hit me win
 we got back he opin the
 dorm and. I Kam out
 flye fast with the con.
 andi thin we wer tuckin
 from they that is how
 we Loss are foster parits
 The End.

Score 1

There is a bit of development in this paper. Surface feature errors in spelling, grammar, and punctuation are numerous and severe. These problems combine with a lack of direction and organization to severely interfere with understanding. For example, the student writes about losing the foster parents: *wieny becus my mom wutid us. Back with hr we asl we losst a hors.* (Why? Because my mom wanted us back with her. We also lost a horse.)

IF YOU NEED MORE SPACE, CONTINUE ON THE BACK OF THIS PAGE.

Once I lost my football game. and i was watching the football game on tv. I lost my important papers mytether was mad and then i lost Pencil it was a bad day. And then i lost my home work and then i lost a football i was mad and couldn't found it. ther was a baseball card my friend let me keep it but then he want it back and i lots it he got mad and then i found it was under my bed he was happy. Ther was a thig I had to do i had to not any body to touch it was a Dinosaur bone ther let me keep it because i bid a good job on body touchin it was cool it Look werd it was durtx. I went to my friends house i saw is Dodge viper car it was cool it has a week horn it was cool learth sets it felt comterball and he got a little mad at me because he could just Panit the little scath red. And then my mom came to his to pik me up and i lift his and then I went to my house and i will play with him again.

Score 1

This response is mainly a listing of a whole series of losses. In the first seven lines alone, the student mentions losing a football game, important papers, a pencil, homework, a football, and a baseball card. None of the losses is developed. The combination of numerous surface feature errors, run-on sentences, and the lack of connection among ideas make understanding difficult, as evidenced in the following sentence: *I went to my friends house i saw is Dodgeviper car it was cool it has a week (weak?) horn it was (has) cool learth (leather) sets (seats) it felt comterball (comfortable) and he got a little mad at me because he could just panit (paint) the little scath (scratch) red.*

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DO NOT use correction fluid (white out).

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I lose a dog and I was ~~very~~ sad and I mean he was a very good dog and he is. So I am happy now because he got's a good home now and I hope they are good to him, he becomes he was a good dog. ~~I think~~ that the dog is die now ~~becomes~~ he was the goodest ~~dog~~ in the world. I hope ~~that~~ that he is still alive now ~~becomes~~ I mean he becomes I like he.

Score 1

This paper does tend to focus on one loss, that of a dog. Even though the response is short, there is a great deal of repetition in the language. Severe surface feature errors, as in the sentence, *I hope that he is still alive now becomes I mean he becomes I like he*, interfere with understanding. Confusion is caused by the shift between present and past tenses and the random organization. How was the dog lost? Is the dog alive or dead?

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DO NOT use correction fluid (white out).
No additional paper should be used, extra paper will not be scored.

I had a uncky who always liked me the best. We had the best time together. My uncky always bring the family together to have fun. When my uncky dies the whole family was sad because My uncky always bring the family together. When I with to see his grave it was crying for him because he was the best uncky you could ever have. When year's pass by my mom and dad help me out by taking me out.

Score 2

This paper is limited and simple, but it does stay focused on a central idea, the loss of the *unkly* (uncle). It is sequentially organized and has a bit of development, including some specific details. Although there are surface feature errors, they do not interfere with understanding.

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Loss

I lost my hockey puck playing hockey. When I was playing in my front yard, I shot the puck right into the snow. I couldn't find it so I went in my house and got a shovel. Then I shoveled out my whole yard and found the hockey puck. I went out in the road to shoot it but the puck went into the snow, so I tried to find it, but I couldn't.

I waited until spring to find it, but I didn't find it because, my brother took it to his hockey practice and didn't bring it back home. Now I don't have any more hockey pucks to play hockey with.

The End

Score 2

This is a solid 2 paper. It has a recognizable central idea, the loss of the hockey puck, which is minimally developed. The vocabulary is repetitious, but appropriate.

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Hi I am going to talk about ~~just~~ getting lost. When I got lost at my uncle's house I seen uncle ~~Bob's~~ snakes, so I screamed. Uncle Bob came downstairs and said they can't bit ~~them~~ they're in glass, and took me to my Daddy.

When I was at the park with my Dad and Mom. We were playing hide and seek. It was my turn to hide and I got lost. But my Dad found me.

One ~~Dad~~ ~~Da~~ day my sister told me to come in the woods with her to play hide and seek. It was her turn to hide and she went inside and left me lost in the woods. Five minutes later she came out to get me.

IF YOU NEED MORE SPACE, CONTINUE ON THE BACK OF THIS PAGE.

One time at my uncle's store with my Dad. He was looking at the jectes and I was looking at the motorcycles and I got lost. But my Dad went to look at the motorcycle and found me.

Thank you for your time. I hoped you enjoyed my stories.

Score 2

This paper has several topics, with a bit of development of each. There is an attempt at organization by using a new paragraph for each separate loss. However, there is no sense of wholeness or unity because the losses are not connected or tied together in any way. Surface feature errors do not severely interfere with understanding, but are somewhat distracting.

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No additional paper should be used, extra paper will not be scored.

One day my watch at the movies, I lost it when I went to see tomorrow never dies. It all started when my sister went to see spice world. So I told my dad if I could see this movie. After that we dropped my sister and my mom off. Then my dad and I went to get the tickets for the movie. Then we got one super large popcorn and soda, so then we watch the two hour movie.

Now hear is when the main stuff starts, we we just sitting there. So this one part in the movie shows his watch, so I look at mine it was gone. When it was gone I was just sitting there thinking about it.

So wance the movie was over I said nothing. But I did look every where for it. Then we got in the car looked for it warent there also. Then my mind go's wish I had match. So I get home the I say

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I will be right back. I go up the steps still no watch. So every day after school I look for it.

The night at the movie I new it had to fall off. So I was thinking about this and that. Then I was like maybe it did this no. It must of fell off and the cleaning man took it. Or he just threw it away.

One night my sist asked me what time it is. so I say I dont no. She goes how come. so I say dayou promer not to tell. she said yes so I told her. Then she said I'm going to tell. I said I will tell you what you got for your birth day. she said no ok I wont tell. And I said you better not. she said ok?

So a few day later my mom comes

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up the steps said where is your watch.
 Now my brain said Susie. so I said I
 - lost it at the movies. My mom goes great
 so what hapend. I said it fell off. OK
 so it just said my mom. I go no it fell
 off and the cleaning man probably
 took it.

Score 2

In this long paper, we hear the student's voice come through in the conversational tone (*Now hear is when the main stuff starts*). The ideas are not well-connected, and the simple language and surface feature errors are distracting enough to keep this response at the two level.

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No additional paper should be used, extra paper will not be scored.

LOSS.

One day I wanted to build something out of lego's so I started building. Then I noticed some ~~pieces~~ where gone; I looked left, right, high and low, "they were no where to be found! I even asked my mom and dad all they said was I don't know. I sighed".

A few days latter I came up with some strategies. I took out the vacuum and started with the vacuuming. I vacuumed the whole house. Then I checked the dust bag.

I finelley finished checking the dust bag "I was surprized" I found

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them all. So I started building again and it looked much better than the last one because it has all the pieces and it does not look lopsided any more. Hey I was happy and my parents where happy so we all lived happy!

Score 3

A low 3, this paper adequately develops the central idea of the loss of the Legos with some detail. The student connects the ideas and maintains focus on the topic. An abrupt ending does not detract from an overall sense of unity, as the student takes us through the complete process from first discovering that some pieces were missing, then searching for and finding the missing pieces, and finally building something new and better.

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No additional paper should be used, extra paper will not be scored.

On a hot, steamy, sticky day in February, me and my family were on vacation in Texas. We had just gotten home from shopping with my aunt when we got a call from my aunt Carol who had been watching our dog Scooter. Scooter was a black, gray, and white dog, who loved the outdoors and children. My aunt was sobbing with tears when my mom picked up the phone, but in her calmest voice she said, "Your dog, Scooter, has been hit by a car." Then suddenly my mom burst into tears. When my mom got off the phone she called me and my brother (B) into my aunt's room. My mom still sobbing said, "I don't know how you're going to react to this one, but our dog has been hit by a car." Suddenly without a minute to spare me and my brother started to cry. Finally my mom let up and

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said "you have to promise me one thing, you may not tell your brother T sense he is so attached to our dog, we will tell him when we get home." "Ok" we said still crying. About 15 minutes later, me and my brother stopped crying and went back into the living room to watch some more tv.

Later the next day, me and my family arrived back in Michigan at our house. When we got home the first thing that came out of T's mouth was "Where's Scooter?" Suddenly my parents let up and said "Well, he was hit by a car." Without a gasp of air T and the rest of the family started crying. Later that night my parents gave T a book in remembrance of Scooter called Dog Heaven. Now when we think of Scooter we think of her as our best friend.

Score 3

In this solid 3 narrative about losing the dog (Scooter), the student develops and sustains the topic from beginning to end. Even though the language sounds a bit contrived in spots, it is appropriate and varied.

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losing what's it all about? Well sometimes it's losing a game and other times it's losing stuff like clothes, money and toys. Sometimes loss and losing aren't that bad. Once I was playing in a basketball game and the score was 13 to 14 and we were losing. There was eight seconds left in the game and the team was depending on me to score a basket so we could win. I dribbled it in stopped, took my shot but it bounced off the rim and we lost the game. But even though we lost I still had fun. But I also knew that we would beat that team next time. Losing that game wasn't that bad well because there were more games left in the season and that I had fun playing!

There are other kind of losses too like losing somebody in your family or a pet that you had. I lost a pet in my family. My pet hamster, Cinnamon. It died about two years after I bought it. Two days later I buried it across the street. I've also lost other pets. My other pet turtles. I found them

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in the woods. After they hatched, I had kept them alive for about two days then they all died! All thirteen of them!

Losing things and family pets, can hurt you inside. But losing isn't all that bad sometimes. When you lose a family member or pet, think of all the good times you had together and you won't feel as bad.

Score 3

This paper takes a little different expository approach with some personal examples to support and develop two types of loss - the loss of a game or "stuff" and the loss of a family member or pet. It is organized and has a sense of wholeness, with a nice beginning and ending.

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On my third day of school, my bracelet disappeared! It was August 26, 1996 when all of a sudden, I thought about my bracelet. I quickly looked at my hand and my bracelet was gone! I had 15 min. to look for my bracelet before school was over. I asked Mrs. Class, my 4th Grade teacher, if I could go and try to find my bracelet. She said yes. My bracelet had pink beads on it plus a Chinese jade. It was very expensive. I looked at the clock again. 10 more min. till school was over!

I rushed to the office and asked the secretary, Mrs. Office, if she had seen my bracelet. She said she didn't but she would try and find it. I looked around the cafeteria and gym I searched in my classroom and team area. Nothing. The bell rang and it was time to go home. I asked all my friends on the bus if they had seen my pink bracelet laying anywhere. Nobody had seen my bracelet.

The next day when I got to school, I went to the office and asked

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Mrs. Office if she had found my bracelet. She said she didn't find any bracelets that matched my description. I told her I would come back every now and then to see if she had found my bracelet.

Every time I went to the office though, I always got the same answer. No, no, and no. Pretty soon I got tired of waiting for help and decided to search for my bracelet myself.

On September 30, 1996 before the morning bell rang, I went to the gym, cafeteria, art room and music room to search for my bracelet. Then I looked through all the halls of Michville Elementary. But then the bell rang so I had to go back to my classroom.

At the end of the school year I was still looking for my bracelet. On the last day of school my teacher told me that if she ever

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found my bracelet she would mail it to me. I was waiting the whole summer for my bracelet to come in the mail but it never came.

I want to know what happened to my bracelet after hiding for a whole year. I am really amazed that my bracelet is such a good hider. I still haven't found my bracelet so if you ever see a pink beaded bracelet with a Chinese jade on it, it might be mine.

Score 3

The student stays extremely focused on the central idea of losing and searching for a bracelet. Relevant details are used to develop the topic and there is a sense of unity. Repetitive vocabulary and sentence structure keep this paper at the high 3 level.

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No additional paper should be used, extra paper will not be scored.

Loseing my Bad Habit, Forever

"Do you think this will work?" I asked my mom with my nose plugged. The smell of the red nailpolish was horrible.

"Sure, putting nailpolish on and covering your thumb with rings and pepper is the only way to get rid of the bad habit of sucking your thumb." My mom told me in a reassuring voice.

I wasn't sure. Yeah, of course I wanted to lose my bad habit, but my thumb was my friend, it was a part of me (not just because it was attached to my hand), and I needed it. I decided I wasn't going to give up without a fight.

I ran to the bathroom and washed off the pepper with warm soapy water. At last I stuck my wet soapy thumb into my mouth. The nailpolish wasn't that bad neither were the rings. Right

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then and there I noticed a lump on my thumb. I guess that was when I decided it was time to stop sucking my thumb. Then I went and got more pepper.

"I'm proud of you G. , you lasted a whole day without sucking your thumb." My mother said like I had just won the Nobel prize.

"Mom," I paused "I don't know how much more I can take. I need my thumb, I need to feel it's curved twix (the) (cand bar) like shape in my extremely wet mouth. I know that as I get older people will tease me and say, don't you think it's time to lose that habit of yours, but I have to suck on it." I let all the words run out of my mouth like a faucet on high.

"It's okay G. , why don't we have some icecream, and then I'll rock you in the rocking-chair and maybe you will fall asleep without sucking your

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thumb. Okay?" My mother explained in a calm voice.

"Okay!" I said as I started to settle down.

After icecream my mother held me tight in the rocking chair. When I had fallen asleep she put me in bed, and guess what, I wasn't sucking my thumb. When

When I woke up in the morning, I felt like a new person. I had the confidence I needed to be strong and lose my bad habit forever.

After a month my lump had gone away and no more rings for me. So really, losing my bad habit wasn't as bad as I thought it would be, even if my thumb is still a good friend.

Score 4

This complete paper about a mundane topic manages to show the very strong voice of a competent writer. Humor comes through in phrases like *My mother said like I had just won the Nobel Prize*. There are a few spelling errors that do not interfere with understanding.

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No additional paper should be used, extra paper will not be scored.

Losses usually hurt. You might lose a treasured toy. Other times, you may lose a close friend or relative. I have experienced many losses. Some were heart breaking, while others were meaningless to me. There were several particular times when I experienced the same tragic loss over and over.

One morning in June 1992, I was sitting down at the breakfast table to eat breakfast - a bowl of Fruit Loops cereal and a cup of milk. I pushed my spoon through the cereal, which looked like a bowl of colored rings or soaked in milk that they were barely floating. I scooped up some of the cereal, slowly raised the spoon to my mouth, and sucked it off the spoon. At the moment, I wasn't thinking about my cereal. My mind drifted farther and farther from reality. I was thinking about the events that had taken place

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recently, such as my mom going to the hospital, the ultrasound, and thinking that I was going to have a new baby sister. I already had a younger brother, B, and we were best friends.

I was getting bored. After all the excitement, everyone seemed to just slow down and wait. There was nothing to do. After I finished I wandered aimlessly into the living room, where I turned on the television, otherwise known as "The Tube" in our home. I plopped down on the couch to watch the Saturday morning cartoons. I relaxed as I watched Bugs Bunny foil Elmer Fudd's plans again and again.

As I was watching, my dad suddenly burst into the room and hustled me into the car, telling me that we needed to go to the hospital. He carried B into the car as well. My mom was already in the car. She had a look of total pain on her face.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

We all buckled our safety belts as my dad drove as fast as he could to the hospital. When we got there, we all scrambled into the building. My mom walked into a special designated room. We waited for about 45 minutes, and then mom came out, this time, with a look of total pain on her face. She had had a miscarriage.

Score 4

There is very definite control of the organization and language in this unusually sophisticated paper. The writer effectively looks back in time and reflects upon a painful loss with a clear and engaging voice. Even the abrupt ending seems deliberate. Vivid details support the development of the main idea.

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No additional paper should be used, extra paper will not be scored.

The Devastating Loss

When I lived in Michville, I lost a friend. He was nice to me and my other friend, T. His name was John Doe. John was on my soccer team and his dad was the coach. He was an excellent soccer player and scorer.

One day, I was at my house and the phone rang. My mom picked it up. I could hear in her voice, she was getting sad. She hung up. She came in and said, "Turn off the T.V. I have to tell you something." She was crying. I could tell something was wrong. She said John had died. I felt purely devastated.

When I went to school the next day, the counselor had called down all of T's friends. She asked a few questions. T said that he died of asthma. He knew this because he lived on the same street as T and his family.

Two or three weeks later, I went to a

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memorial service for J with T and his mom. It was on a soccer field. Friends of J were there. There was a sign leaned against a tree Mr. Doe was reading it. Part of it said, "He had the heart of a lion and the speed of a gazelle." That was true.

A couple weeks later, my soccer team had a game. The team and the coaches all wore black tape. Mr. Doe wasn't as active as usual. Neither was the team, but we still won. We did it for J.

T wasn't at school for a while. I tried playing with him, but he was too sad. One day he came to school. He looked very tired and his eyes were pinkish. I could tell he missed J. I missed him too.

About three weeks later, my mom went to J funeral. I stayed home with my sister and dad. Two and a half hours later, my mom came back. She hugged me really tight. She later said that Mr. Doe had come up to her and said, "When you get home, hug R for me." My mom thought she was going to cry.

At school, the flag was down halfway. The

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Teachers weren't as happy. Some kids weren't as wild at recess. Especially, the people who knew J. When I got home, I just went into my room to draw because I didn't have any homework. While I was drawing, I thought of J. "Why?" I said, "Why?"

That was the worst loss I've ever experienced. I still remember this story after about four years. I don't miss J because he's probably playing soccer in Heaven!! To me, sometimes it's not helpful to lose something. The thing you lose might not be valuable in money, but in the heart.

The End

Score 4

Another clear and engaging paper about a difficult topic, this one has a sense of wholeness with a nice introspective ending: *The thing you lose might not be valuable in money, but in the heart.* There may be a slight glitch in the timing of events (*About three weeks later, my mom went to John's funeral*); if so, it does not interrupt the natural flow of the narrative.

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No additional paper should be used, extra paper will not be scored.

T was going to school one day and he had a feeling he was forgetting something. When he got to school he saw B and S.

T asked them "What did you guys have for homework?"

Then, T shouted "That's it!"

S asked "What's it?"

T said "I forgot to do my science paper."

Later, during lunch T started working on the paper.

T started to say "One paragraph to go," when rrrrrrrring! The bell went off. He was going to Science class last period.

He started thinking about staying afterschool for detention.

Just then B and S ran up to T and asked "How'd the paper

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goin?"

Then T replied "I'm not finished with it."

S then said "She can't be that hard on you." That's what T was hoping for.

When he finally got to Science the class was ready to start. Everything was fine till the end when the teacher was collecting homework. T heart was pounding out of his chest. He was sweating a monsoon as the teacher came closer. She was one person away and T is frozen to his chair like it was four hundred degrees below zero. The next thing he realizes is the teachers right in front of him.

T starts to say "I...uh...uh... forgot... uh... my... uh... homework at home."

Then the teacher replied "T... you handed it in yesterday."

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after school T. laughed all
the way home.

Score 4

The writer demonstrates good control by staying in the third person throughout this nice, complete story. Appropriate use of dialogue and an engaging voice are used to make this an effective piece about an everyday topic.

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